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ABSTRACT

During the 1992-93 school year, 13 local migrant education projects, conducted by 5 Colorado school districts and 8 boards of cooperative educational services, served 2,233 migrant students in 326 Colorado schools. In the summer of 1993, 13 migrant education projects served 2,714 students in 15 schools. Federal funds in the amount of $2,303,388 were expended on local program operations, administration, summer health services, and the Migrant Student Record Transfer System (MSRTS). Primary areas of instruction during the regular year were reading, English for second-language learners, language arts, and mathematics. In the summer, instructional areas expanded to include vocational and career education, dental instruction, physical education, health education and safety, arts and crafts, swimming, social studies, music, and science. Students in need also received support services. The report contains information on staff, parent involvement, and coordination with other agencies. Program evaluation showed strong support for MSRTS and the summer migrant health program. Student achievement was measured with norm-referenced and criterion-referenced tests and credits earned through PASS (Portable Assisted Study Sequence). Although not all program objectives were met, reading and mathematics programs overall were effective in improving the achievement level of participants. The document contains goals for the 1993-94 school year and recommendations for future migrant programs. (KS)

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Migrant Education
1992-93

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ON THE MOVE: MIGRANT EDUCATION 1992-93

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THE MIGRANT EDUCATION PROGRAM

A program of educational services for the children of migratory agricultural workers including migratory agricultural dairy workers and migratory fishermen was authorized by an amendment to Title I of the federal Elementary and Secondary Education Act (ESEA) in November of 1966. Funds to offer projects and programs to meet the special educational needs of migratory children and to coordinate these programs with projects in other states, including transmitting pertinent school record data, are provided to state education agencies. Reauthorization of the Migrant Program occurred within the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988.

Migrant students receive assistance to help them succeed in regular education programs, attain grade-level proficiency, and improve their achievement in basic skills. Legislation directs that current migratory children, ages three to 21, should be served first. Second priority is day care for their siblings up to three years of age in order that current migratory students ages three to 21 can be served. The last priority is former migratory children who have needs demonstrated to be greater than current migrant students.

Federal funds come directly to the state migrant education office, and the state contracts with local education agencies to provide services. Thus, the migrant program is a state program. State-level administration develops a state plan, approves local program funding, reviews migrant programs, provides technical assistance and coordinates support services to local programs. The state is also responsible for identifying and recruiting migrant children for entrance into local programs and updating information on the Migrant Student Record Transfer System (MSRTS), a national computerized system of records maintained on migrant children.

Local migrant programs are funded to:

- assist in recruiting migrant children for school,
- solicit referrals of eligible children for supplemental instructional services,
- provide support services which a school district can't supply but are needed by the children, and
- identify and enroll eligible migrant children onto the MSRTS.

Programs may be offered during the regular school year, during the summer, or both.

Migrant student classification is determined by the migratory status of students. Children of active migratory families are classified as either intrastate or interstate. Intrastate students move with their families from one school district to another school district within Colorado. Interstate children move with their families between Colorado and at least one other state. Former migrants are those children whose families have settled out of the migrant stream and who have resided in a school district for a period of 12 months or more. Students who have been identified as former migrant students are no longer considered migrant after six years of continual residence in one school district. They may, however, become reinstated as current if another qualifying move is made.

COLORADO MIGRANT EDUCATION PROGRAM

During the 1992-93 school year, 13 local Migrant Education projects, conducted by five Colorado school districts and eight Boards of Cooperative Educational Services (BOCES), served 2,233 migrant students in 326 schools. In the summer of 1993, 13 Migrant Education projects were conducted: five by local school districts and eight by BOCES. Summer programs were administered in 15 schools and served 2,714 students. Two districts, Denver and Jefferson County, received start-up funds to begin identification and recruitment.

Figure 1: Districts and BOCES Which Receive Migrant Education Program Funds

Adams County School District 14
Boulder Valley School District Re-2
Brighton School District 27J
\# Denver Public Schools
\# Jefferson County Schools
** Mesa County Valley School District 51
** Poudre School District R-1
St. Vrain Valley School District Re-1J
* Weld County School District #6
Arkansas Valley BOCES
East Central BOCES
San Luis Valley BOCES
South Central BOCES
South Platte Valley BOCES
Southeastern BOCES
Weld BOCES
West Central BOCES

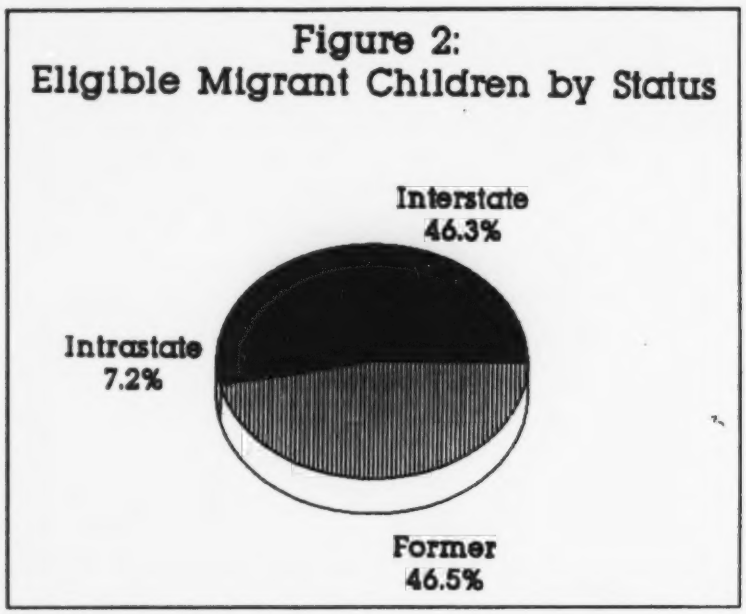
* Regular year program only
** Summer program only
\# Identification and Recruitment

Local projects are assisted by the Migrant Student Record Transfer System (MSRTS), a computerized network headquartered in Little Rock, Arkansas, which maintains records for individual migrant students. When migrant students register for school, academic and health records are forwarded by MSRTS to local projects. If necessary, information is requested over the phone.

During the summer, a contractual arrangement between the Departments of Health and Education allows the provision of comprehensive health screenings to all migrant school enrollees, treatment and follow-up for identified health problems, preventive dental services, and health education. A summary report detailing screening outcomes, diagnostic data, the health education curriculum and activities, and financial resources may be obtained from the Colorado Department of Health, Migrant Health Program, by calling (303) 692-2430.

STUDENTS SERVED BY THE REGULAR YEAR MIGRANT EDUCATION PROGRAM

In the 1992-93 school year, a total of 7,692 Colorado children were identified as eligible migrants and were entered on the MSRTS. The total number of eligible migrant students from birth to 21 years of age for the 1992-93 regular school year in Colorado increased 27.8 percent from the 1991-92 figure of 6,021 eligible students. Increased recruitment and identification migrant students explains the growth in eligible migrants.



There were 1,590 eligible children not registered in Colorado schools during the regular school year. Migrant children who were not registered in school may have chosen to work instead of attending school or may have been in the state for such a short period of time they failed to enroll. The majority, 63.7 percent, were interstate migrants. Intrastate migrants accounted for 7.0 percent of the eligible group not registered in school. Former migrants accounted for the remaining 29.2 percent. Sixty-four (64.3) percent of the eligible children not registered in school were in the birth to age four range. There were limited migrant-funded preschool programs during the regular school year.

Ninety-one (91.0) percent, or 5,723 of the 6,291 eligible school-aged (5-21) migrant students in Colorado, were registered in school for the 1992-93 school year. This percentage increased from 87.4 percent in 1991-92.

However, a total of 3,869 eligible migrant students were registered in Colorado schools but did not receive migrant services during the regular year. Since priority is given to current migratory students, the majority or 65.0 percent of those not receiving migrant services were

former migrants. The largest age group of eligible registered students who did not receive migrant education services were in the five to 12 year-old-age range (63.1 percent). This was the age group most likely to be served by other supplementary programs such as Chapter 1 and the Colorado English Language Proficiency Act.

There were 2,207 regular year migrant students who were served by educational programs other than Migrant Education. Chapter 1 served 619 students, the Colorado English Language Proficiency Act served 1,260, Title VII (Bilingual) served 242 and Special Education served 86 eligible migrant students.

A total of 2,233 eligible students were participants in migrant education programs for 1992-93, an increase of 8.2 percent from the 1991-92 school year (see Figure 3). The increase in participants was due to increased recruitment and identification efforts.

Figure 3: Migrant Regular Year Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
3-4	84	25	4	113
5-12	997	185	429	1,611
13-17	266	53	144	463
18-21	24	3	19	46
Total	1,371	266	596	2,233

Former migrants comprised 26.7 percent of those receiving migrant services, 61.4 percent were interstate migrant children, and 11.9 percent were children of intrastate migrant families. Seventy-three (73.3) percent of students served were currently migrant. The majority of program participants, 72.1 percent, was in the 5-12-year-old age range.

STUDENTS SERVED BY THE SUMMER MIGRANT EDUCATION PROGRAM

In the summer of 1993, 5,319 migrant children were identified in Colorado as eligible for services. This represents a 18.1 percent increase from the 1992 summer figure of 4,502. Interstate migratory children accounted for 42.2 percent of all those eligible, 5.6 percent were intrastate and 52.2 percent were categorized as former migrants.

There were 2,490 students, or 46.8 percent of all those eligible, who did not register in summer school. SOME Migrant children may not have registered because they chose to work, were not referred to the program or were not in the priority service categories. Twenty-seven (27.3) percent of the non-registered eligible students were within the birth to four-year-old age group. Limited services for the summer were available to preschool children.

Fifty-nine (58.6) percent of the 4,378 school-aged (5-21) migrant students did register in school during the 1993 summer program. This was a decrease from 62.6 percent in 1992. This decrease may be explained by the reasons listed previously.

A total of 2,714 eligible students were migrant education program participants in the summer of 1993 (see Figure 4). This figure was an increase of 10.6 percent from the summer of 1992.

Figure 4: Migrant Summer Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
0-2	49	1	0	50
3-4	153	21	38	212
5-12	1,015	144	762	1,921
13-17	216	44	228	488
18-21	17	6	20	43
Total	1,450	216	1,048	2,714

In the summer of 1993, former migrants comprised 38.6 percent of those receiving migrant services, 53.4 percent were interstate migrant children, and 8.0 percent were children of intrastate migrant families. Seventy-one (70.8) percent of summer program participants were in the five to 12-year-old age range.

THE COMPONENTS OF MIGRANT EDUCATION

Funding

During 1992-93, federal funds in the amount of $2,303,388 were expended by the Colorado Migrant Education Program (see Figure 5). Of the total expenditures, 84.5 percent was spent on local program operations, 3.7 percent was spent on administration and 4.5 percent on the summer health service program. Migrant Student Record Transfer System (MSRTS) accounted for an expenditure of 5.1 percent at the state level and 2.2 percent for local education agency operation. The Colorado Department of Health was contracted to provide summer health services.

Figure 5: 1992-93 Actual Expenditures for the Migrant Education Program

Local Education Agency Operation	$1,946,055
State Administration	85,000
Summer Health Service Program	103,551
Migrant Student Record Transfer System	
State Education Agency	117,782
Local Education Agency	51,000
Total	$2,303,388

Chapter 1 Migrant Education funds are allocated to the state based on the number of migrant children (on a full-time equivalent basis) enrolled from Colorado on the MSRTS.

Services

During the regular year, instruction was provided to migrant students according to their individual needs. Primary areas of instruction were reading, English for English language learners, language arts, and mathematics. In the summer, the major instruction areas were expanded to include vocational/career education, dental instruction, physical education, health education and safety, arts and crafts, swimming, social studies, music, and science.

Students in the Migrant Education Program have a variety of language backgrounds; instruction must be tailored to meet the students' needs. Language abilities are determined through a variety of methods including Language Assessment Scales, Idea Language Proficiency Test, teacher observation, informal oral assessments, and other academic assessments. During the regular year, 52.2 percent of the 3,865 students were assessed bilingual, 8.4 percent were monolingual English, 38.9 percent were monolingual Spanish and 0.4 percent spoke Cora Indian dialect. Of the 2,039 students assessed for their language ability in the summer of 1993, 7.1 percent were monolingual English, 31.2 percent were monolingual Spanish, and 61.7 percent were bilingual in English and Spanish.

An essential part of the 1992-93 Migrant Education Program was the provision of support services to those students who were in need. During the regular year, most of the support was given through social work, outreach, or advocacy. Limited transportation and nutrition assistance was provided. During the summer program, such support services were greatly increased. In addition, medical and dental care were provided to most migrant children. Other support services provided by local programs included home visits, referrals for emergency housing assistance, food stamps, clothing, and eye glasses.

Secondary instruction was an important element of the 1993 summer Migrant Education Program, especially in meeting the challenge of improving educational opportunities, helping students attain grade-level proficiency, and increasing the basic skills of older migrant students. The ten programs offering secondary instruction utilized a variety of services. Several projects used the Portable Assisted Study Sequence (PASS), mobile curricular units for ninth– through twelfth-grade migrant students to complete in order to receive high school credit, with Mini-PASS targeted to middle school students. The other services utilized included University of Texas curriculum, Project Smart, Algebra-Across the Wire, and individualized instruction (see Figure 6).

Figure 6: Services Utilized in Secondary Programs

Service	Number of Programs
Tutoring at the school site	5
Tutoring at the home/camp site	1
Instruction during the day	7
Instruction at night	1
PASS	4
Other	3

The Binational Education Program facilitates continuous education for migrant students who move with their families across international boundaries. About 25% of colorado's migrant students travel from the thirty-two states in Mexico. By using a Binational Transfer Document, migrant students have attained access to the schools in Mexico. This document contains important academic information in a format which has been designed and understood by both countries' educational systems. The program ensures migrant students the opportunity to continue their education regardless of the country in which they are residing. The program

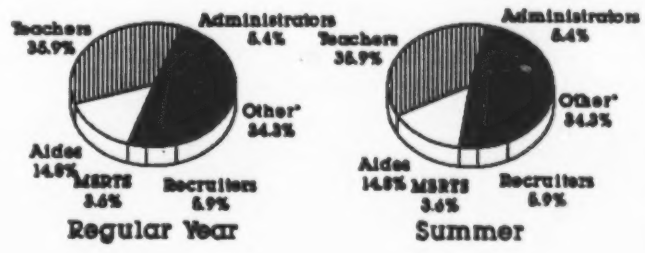
facilitates increased understanding of the need to enroll students in both countries, the acceptance of school entrance at a variety of times throughout the academic year, the acknowledgement of different curricula, the transference of course credits, and the advocation for appropriate grade level placement.

The Migrant Education scholarship Fund was started in 1992. The funds are raised by the local Migrant Education programs and CDE. Fund raising activities throughout the year include: auction of donated items from the local school districts and BOCES at the annual Migrant Education Summer Institute Conference, private donations, corporate contributions, and coordinated efforts with the Colorado Migrant Rural Coalition. Seven Scholarships have been given to first-time college students since 1992, with the average scholarship of $500.

Staff

Migrant programs are staffed by instructional (certificated and non-certificated), administrative, clerical and support personnel. A total of 78.3 full-time equivalent (FTE) employees were funded for the regular year and 245.9 FTE were funded for the expanded summer program (see Figure 7).

Figure 7:
Migrant-Funded Staff by Category



*Cooks, bus drivers, clerical staff, custodians, health aides, and transportation aides

In addition to staff funded directly through migrant programs, personnel supported by other funding sources, particularly the Job Training Partnership Act (JTPA) and Head Start, supplied services to migrant students during the summer program. Serving primarily as aides in classrooms, 47 (FTE) staff were provided through other programs, with 53.2 percent of them funded by the JTPA. Workers also served as aides in other capacities such as in the office, or the kitchen/cafeteria, or helped with custodial duties.

During the regular year, classroom assistance, book distribution, special activities, field trips, translation support, and a wide variety of other services were provided through parent, adult, and youth volunteers. Eighty-nine migrant parents, 46 other adults, and 19 youth served as volunteers.

Twenty-four migrant parents, 62 youth, and 73 other adults served as 1993 summer program volunteers. They came from all walks of life including business leaders, college students, foster grandparents, scouts, spouses of program personnel, and other district and retired teachers. There were 159 unpaid workers assisting with classroom activities, read aloud programs, field trips, outdoor education, guest lectures, family nights, and swimming instruction.

Parent Involvement

Increasing parental involvement is a major focus for local programs. This is achieved through family nights, carnivals, and potluck dinners. Parent involvement includes parent input into design and implementation of the program, volunteer or paid participation by parents in school activities, parent training, and materials that build parents' capacity to improve their children's learning in the home and school. Some projects are coordinating parent involvement workshops with Chapter 1, English Language Proficiency Act (ELPA), Adult Education, and Bilingual Education.

Coordination With Other Agencies

Regular and summer programs coordinated with a variety of state and local agencies in order to assure that a broad range of services were available to migrant students and their families. Local projects coordinated with the JTPA and Community Block Grants. Many services involved coordinating referrals of families for assistance, providing transportation in order to obtain services, and obtaining assistance from agencies in identifying newly arrived families. Common sources for assistance included: municipal entities such as public libraries and swimming pools, immigration and naturalization agencies, local businesses, and community service agencies such as Food Share, Caring Ministries, Boy Scouts and Girl Scouts, Rocky Mountain Service Employment Redevelopment (SER), and the Foster Grandparent Program (see Figure 8).

Figure 8: Project Coordination With Other Agencies

Agency	Number of Projects	
	Regular Year	Summer
Department of Health	13	13
Department of Social Services	13	12
Employment Services	11	7
Job Training Partnership Act (JTPA)	8	11
Community Block Grants	4	3
Legal Aid	8	7
Salvation Army	7	5
Churches	11	10
Hospitals or clinics	13	12
Day care centers	6	7
Other	7	8

Dissemination

It is important that migrant families and the community be aware of the educational and support services that local migrant projects offer. Migrant program personnel use a variety of techniques to disperse information to the public including direct mail, home visits, parent-teacher conferences, notes home, community presentations, public hearings, personal contact, parent advisory councils and accountability committees (see Figure 9).

Figure 9: Local Project Dissemination Techniques

Methods of Dissemination	Number of Projects	
	Regular Year	Summer
Newsletters	11	6
Local newspaper	10	9
School newspaper	7	4
Brochures, leaflets, posters	6	8
Radio	7	4
Television	0	4
Other	7	7

The annual Outstanding Migrant Student Booklet honors senior high migrant students from around the state. This publication recognizes students not only for their academic achievement but also for their community, school, and extracurricular activities involvement and service. The students are selected by their teachers, counselors, principals, migrant recruiters, records clerks, and directors. The booklet is distributed statewide to parents, students, teachers, administrators, and other interested individuals and organizations.

EVALUATION OF PROGRAM COMPONENTS

Secondary Programs

Local projects were asked to rate various aspects of their secondary programs using a scale of poor (1) to excellent (4). Coordination with other states regarding secondary education received the highest rating (3.2). Availability of referral information on secondary students and training/assistance from the Colorado Department of Education in secondary credit exchange/ accrual received a 3.0 rating, while coordination with other local districts regarding secondary education received A rating of 2.9. The lowest rating (2.7) was given to usefulness of referral information on secondary students.

A suggestion for improving secondary programs and credit exchange consisted of creating a credit confirmation system in which teachers are assured student credit is received at the home school. Another example was to provide stipends for secondary students to increase participation.

Migrant Student Record Transfer System (MSRTS)

Migrant program personnel were asked if the MSRTS services available to them to support their efforts were useful. Seventy-nine percent of local projects providing regular year programs indicated that the educational records, including the skills information system, were useful to the migrant staff. Ninety-three (92.9) percent of regular year programs believed the health records were useful. Ninety-two (92.3) percent of the summer projects responding indicated that the health record was useful and 84.6 percent responded that the educational record was useful. In addition, project personnel were asked if the health records were useful to the medical staff. One hundred percent of the responding projects stated that they were.

Recommendations included improving the timeliness of receiving the records; making records easier to access because, as it is now, informal assessments are more telling; and adding a narrative section describing student school performance.

MSRTS support services' strengths were that they contain valuable and detailed academic data for student placement, with the personnel, teaching, and attendance sections are the most helpful. Teachers can review past performances to determine where to focus special attention. Records provided useful data including family history and health information. MSRTS support personnel in the state and in Little Rock were cooperative and helpful.

Summer Migrant Health Program

Migrant program staff overwhelmingly declared that the health program was useful. The program provided comprehensive professional health services and health education opportunities to students who might not have received them. Caring and committed health teams related positively and communicated well with the students. There was excellent cooperation among nursing, dental, and educational teams to meet each student's individual needs. The concern was expressed that personnel, resources, and funding were stretched to the maximum. One program reported a need for staggered health screenings.

Regular Year Program Components

Continued emphasis on involving parents in their children's education needs to be a top priority. A proposed suggestion was to increase partnerships between the migrant education teachers and classroom teachers, enabling them to reach out and enhance the family/school connection.

Additional comments ranged from training to testing. One program mentioned a need for increased training for new migrant program teachers and the need to enhance communication in general. Test concerns were also mentioned. Very few students are able to be pre- and posttested and the paperwork is burdensome.

Caring, committed, and conscientious staff and their efforts to help every child succeed were appreciated. Recruiters were praised for their efforts, in recruiting and enrolling students. Coordination with other personnel, services, and programs made the education piece progress smoothly. Health services were highly praised. A clothing bank was a service which worked particularly well within one program.

Summer Program Components

Some of the services that were praised were health, nutrition, transportation, instruction, the academic/social mix, and recruitment. More specifically, the wide selection of Spanish Language Reading Is Fundamental Books, and student recognition for each child were successful.

The needs that were mentioned for summer programs included increasing program length from five to six weeks, finding a local nurse, having access to a library, increasing principal control, and ensuring availability of all materials the first day of summer school.

MEASURING PROGRESS

The progress of students in Migrant Education programs is measured in a variety of ways. Assessments for such a population are often difficult to obtain due to migrant families' transient lifestyles.

Achievement for migrant students who have settled out of the migrant stream is measured with norm-referenced tests. Results are reported in Normal Curve Equivalents (NCEs) which range from 1 to 99. NCE scores allow results of different tests to be combined on a common scale. Without benefit of supplementary services, a student is expected to have zero NCE growth during the year or to stay at the same percentile rank. Any increase in percentile rank or any NCE growth greater than zero is assumed to be the result of the extra services provided and represents more than a year's gain in achievement. Migrant Education achievement gains are based on former migrant students who were tested on an annual basis consisting of a fall-to-fall or a spring-to-spring test cycle.

Criterion-referenced tests are used to measure the progress of active migrant students. This type of assessment indicates whether or not a student has achieved mastery or proficiency in specific elements of certain subject areas. Criterion-referenced test results for the regular year and summer migrant programs are reported by Brigance average grade level equivalent gains for second through twelfth grade students. Aggregated results give a general picture of the progress obtained by the Colorado Migrant Education Program.

Another indication of program success is the number of migrant students accruing secondary credit through use of the PASS (Portable Assisted Study Sequence)/Mini-PASS curriculum. This is a vehicle through which Colorado programs can assist migrant students to complete coursework in which they were enrolled at their home schools. Migrant secondary students can earn high school credit by completing curricular units during the summer and having the credit transferred to any district that participates in the migrant program through the Credit Exchange Program.

THE RESULTS

Reading and mathematics programs were effective in improving the achievement level of participants. Aggregated average Normal Curve Equivalent (NCE) gains were positive in reading and math for settled-out migrant students. Criterion-referenced test results for migrants across both regular year and summer programs indicate that these students were successful in mastering objectives.

Figure 10: Achievement of Migrant Students

Former Migrants: Regular Year Program

	Annual Testing Cycle	
Subject	N	NCE
Reading	463	1.88
Math	235	1.10

Active Migrants: Regular Year Program

Subject	N	Hours	Grade Level Equivalents
Reading		4.5	
Word Recognition	474		1.46
Oral Reading	401		1.17
Reading Comprehension	474		1.21
Math	266	3.4	2.07

All Migrants: Summer Program

Subject	N	Hours	Grade Level Equivalents
Reading		7.9	
Word Recognition	560		0.49
Oral Reading	559		0.18
Reading Comprehension	559		0.20
Math	459	6.6	0.64

Secondary Credit Accrual: Summer Program

Curriculum	N	Units	Credits
PASS	22	123	15.25
Mini-PASS	4	5	—

N = Number of students tested
NCE = Average weighted Normal Curve Equivalent gain
Hours = Average instruction hours per week per student
Units = Number of units completed
Credits = Number of semester credits granted

The number of 1993 summer migrants participating in the secondary credit accrual program (PASS) dramatically decreased 91 percent from the previous summer. The number of semester credits granted dropped to 15.25 from 65 the previous year. There were 22 ninth through twelfth graders who received PASS credit. Due to budgetary cut-backs, Colorado's summer school program was severely reduced in 1993. Since most of the PASS/Mini-PASS courses in Colorado are taken during the summer, PASS participation and credits declined sharply.

Norm-Referenced Test Results

More detailed results of norm-referenced achievement gains are reported by grade level (see Figure 11).

Figure 11: 1992-93 Annual Testing Achievement Gains

	Reading		Mathematics	
Grade	N	NCE Gain	N	NCE Gain
2	44	5.25	21	4.92
3	57	2.70	31	1.85
4	72	0.36	28	4.09
5	59	2.43	31	1.46
6	60	1.92	40	-4.59
7	43	1.49	22	1.32
8	37	-1.01	18	1.22
9	35	1.26	19	1.25
10	25	7.16	11	0.88
11	20	-5.15	6	-1.25
12	11	5.02	8	5.50
Total/Average	463	1.88	235	1.10

Results for annual testing in reading encompass nine of the 13 participating reading projects. Annual math test results include five of the 11 mathematics projects. Scores for small numbers of students should be interpreted with caution. Aggregated scores for small groups are likely to be affected by the extreme scores of one or two students.

Regular Year Criterion-Referenced Test Results

Results of criterion-referenced achievement gains are reported by grade level (see Figure 12). Fourteen projects provided instruction in reading and 11 local programs provided instruction in mathematics during the regular year to active migrant students. Three districts did not test students using the Brigance Inventories. A total of 474 second through twelfth-grade migrant students received an average of 4.5 hours per week and obtained an average grade level equivalent gain of 1.29 in reading. In math 235 students received an average of 3.4 hours

per week and had an average grade level equivalent gain of 2.07. Average grade levels are limited indicators of progress because many students already perform at the highest level and have no opportunities for advancing. Monolingual Spanish speaking students especially tend to encounter this "topping-out" phenomenon.

Figure 12: 1992-93 Regular Year
Current Migrant Criterion-Referenced Test Results
Brigance Average Grade Level Equivalent (GLE) Gains

	Reading						Mathematics	
	Word Recog.		Oral Reading		Reading Comp.			
Grade	N	GLE	N	GLE	N	GLE	N	GLE
2	67	1.54	54	1.24	67	1.23	49	2.02
3	63	1.76	49	1.74	63	1.48	38	1.92
4	72	1.79	62	1.36	72	1.62	41	2.26
5	113	1.26	99	0.77	113	0.95	45	2.37
6	35	1.24	25	1.27	35	0.92	23	1.09
7	48	1.22	38	1.04	48	0.92	32	1.73
8	33	1.33	31	1.19	33	0.91	15	2.60
9	17	2.01	17	1.73	17	2.14	7	1.97
10	12	1.32	12	0.47	12	1.04	7	2.83
11	10	0.40	10	0.85	10	1.05	5	2.80
12	4	1.80	4	1.50	4	1.90	4	2.90
Total/Average	474	1.46	401	1.17	474	1.21	266	2.07

Summer Criterion-Referenced Test Results

In the summer program, all 13 local projects provided instruction to migratory students in reading and 12 projects in math. A total of 560 second- through twelfth-grade migrant students received an average of 7.9 instruction hours per week and gained 0.29 average grade level equivalents in reading. In math 459 students received an average of 6.6 instruction hours per week and their average grade level equivalent gain was 0.64. Again, this progress indicator is limited because many monolingual students top-out (no gain is possible).

Figure 13: 1993 Summer Criterion-Referenced Test Results
Brigance Average Grade Level Equivalent (GLE) Gains

	Reading						Mathematics	
	Word Recog.		Oral Reading		Reading Comp.			
Grade	N	GLE	N	GLE	N	GLE	N	GLE
2	101	0.55	101	0.20	101	0.17	81	0.36
3	102	0.54	102	0.33	102	0.29	85	0.56
4	99	0.55	99	0.17	99	0.19	82	0.66
5	77	0.67	77	0.15	77	0.20	64	1.34
6	60	0.42	60	0.13	60	0.18	53	0.47
7	57	0.31	57	0.09	57	0.23	39	1.00
8	33	0.25	33	0.08	33	0.14	30	0.08
9	18	0.26	17	0.06	17	0.12	14	0.37
10	8	0.01	8	0.00	8	0.00	6	0.42
11	3	0.00	3	0.00	3	0.00	3	0.50
12	2	0.00	2	0.00	2	0.00	2	0.50
Total/Average	560	0.49	559	0.18	559	0.20	459	0.64

For the first time in the summer of 1993, projects were allowed to use either the Brigance criterion-referenced test or to write their own desired outcomes. Four projects took the latter option by writing a total of 80 desired outcomes in reading/language arts and mathematics. These desired outcomes reflected the unique emphases of their projects. Sixty-one percent of the reading/language arts objectives were met and 75 percent of the mathematics objectives were met. The remainder were either not met, did not match what was measured, or were not measured at all (see Figure 14).

Figure 14: 1993 Summer Desired Outcome Results

	Reading/Language Arts		Mathematics	
Status	Number	Percent	Number	Percent
Yes - made objective	27	61%	27	75%
No - did not make objective	14	32	5	14
Measurement/objective didn't match	3	7	3	8
Not measured	0	0	1	3
	44	100	36	100

THE 1992-93 GOALS

The Colorado Migrant Education regular year program met six of the nine measured objectives (see Figure 15). The limited English objective was not measured, but will be in future years. Former migrant students exceeded the 3 NCE goal in reading and math. Current migrant students exceeded the 1.5 grade level equivalent goal in math. Preschool children demonstrated both academic and personal growth. Migrant students were promoted at levels higher than the stated goals. The reading objective for current migrant students was not realized. Results for regular year program participants on both norm- and criterion-referenced tests have been erratic from year to year.

The 1993 summer program in Colorado realized five of the eleven measured objectives (see Figure 16). Three objectives that were not measured were: increasing English language proficiency, credit accrual of secondary migrant students to permit graduation in four years, and promotion of students from one grade level to next. The percentage of students receiving career and cultural awareness instruction and opportunity for creative expression was lower than the stated goals. Only 78 percent of students received instruction in physical education, so the 85 percent improved goal was not obtained. The percentage of students placed in the appropriate grades for their ages needs to be strengthened. Attendance during summer school is significantly lower than during the regular year. The following two figures display each objective and the degree to which each was met or not met.

Figure 15: 1992-93 Regular Year Program Objectives

Met	Result	Category – Objective
Yes	1.88	**Reading (Former)** – Given supplemental instruction in reading, stressing listening, spelling and writing, formerly migratory children will gain 1 NCE in reading during the regular school year as measured by norm-referenced tests.
No	1.29	**Reading (Current)** – Given supplemental instruction in reading, stressing listening, spelling and writing, currently migratory children will gain 1.5 grade level equivalents in reading during the regular year as measured by the Brigance Inventory.
Yes	1.09	**Math (Former)** – Given supplemental instruction in mathematics, formerly migratory students will gain 1 NCE in mathematics during the regular year as measured by norm-referenced tests.
Yes	2.07	**Math (Current)** – Given supplemental instruction in mathematics, currently migratory students will master 1.5 grade level equivalents in mathematics as measured by the Brigance Inventory.
Not Measured		**Limited English** – Given supplemental English language instruction, 70 percent of non-English speaking students will increase their English language proficiency as measured by Functional Language Survey (FLS).
Yes Yes	88.7 (Acad) 93.2 (Pers)	**Preschool** – Given appropriate learning experiences, 75 percent of migratory preschool children will show (1) academic and (2) personal growth as measured by teacher observation.
No	40.1	**Age/Grade** – Ninety percent of all migratory students will be placed in the grade which is appropriate for his or her age.
No	80.7	**Attendance** – Ninety percent of all migratory students will obtain an attendance rate of 80 percent or better.
Yes	90.3	**Promotion** – Ninety percent of migratory students will be moved ahead at least one grade level above his or her placement from the previous year.

Figure 16: 1993 Summer Program Objectives

Met	Result	Category – Objective
Yes	0.29	**Reading** – Given instruction in reading, stressing listening, spelling and writing, currently and formerly migrant children will gain 1 month grade equivalent during the summer term as measured by the Brigance Inventory.
Yes	0.64	**Math** – Given instruction in mathematics, formerly and currently migratory students will master 1 month grade equivalent in mathematics during the summer term as measured by the Brigance Inventory.
Not Measured		**Limited English** – Given supplemental English language instruction, 70 percent of non-English speaking students will increase their English language proficiency as measured by the Functional Language Survey (FLS).
No	70.8	**Career Awareness** – Eighty-five percent of migratory students will receive instruction in career awareness.
No	78.7	**Cultural Awareness** – Ninety percent of the students will receive instruction about their culture and other cultures.
No	74.7	**Self-Expression** – Eighty-five percent of migratory students will receive opportunities in creative expression.
No	78.1	**Physical Education** – Given physical education activities, 85 percent of the migratory students will improve in physical coordination and demonstrate an appreciation for health and safety as measured by teacher observation.
Not Measured		**Secondary Program** – Ninety percent of secondary migrant students will accrue high school credits at a rate which will permit graduation in four years.
Yes	319 Duplicated Count	**Support Services** – Given summer support services, 100 percent of the migratory students will receive routine medical and dental screening and other appropriate health services.
Yes Yes	90.5 (Acad) 94.4 (Pers)	**Preschool** – Given appropriate learning experiences, 75 percent of migratory preschool children will show (1) academic and (2) personal growth as measured by teacher observation.
No	8.9	**Age/Grade** - Ninety percent of all migratory students will be placed in the grade which is appropriate for his or her age.
No	58.1	**Attendance** - Ninety percent of migratory students will obtain an attendance rate of 80 percent of better.
Not Measured		**Promotion** - Ninety percent of migratory students will be moved ahead at least one grade level above his or her placement from the previous year.

THE 1993-94 GOALS

Regular Year Program

Reading (Former)	Given supplemental instruction in reading, stressing listening, spelling and writing, formerly migratory children will gain 1 NCE in reading as measured by a norm-referenced test.
Reading (Current)	Given supplemental instruction in reading, stressing listening, spelling and writing, currently migratory children will gain 1.5 grade level equivalent in reading during the regular year as measured by the Brigance Inventory.
Math (Former)	Given supplemental instruction in mathematics formerly migratory students will gain 1 NCE in mathematics as measured by a norm-referenced test.
Math (Current)	Given supplemental instruction in mathematics currently migratory students will master 1.5 grade level equivalents in mathematics as measured by the Brigance Inventory.
Limited English	Given supplemental English language instruction, 70 percent of non-English speaking migratory students will increase their English language proficiency as measured by the Functional Language Survey (FLS).
Preschool	Given appropriate learning experiences, 75 percent of migratory preschool children will show (1) academic and (2) personal growth as measured by teacher observation.
Age/Grade	Ninety percent of all migratory students will be placed in the grade which is appropriate for his or her age.
Attendance	Ninety percent of migratory students will obtain an attendance rate of 90 percent or better.
Promotion	Ninety percent of migratory students will be moved ahead at least one grade level above his or her placement from the previous year.

Summer Program

Reading	Given instruction in reading, stressing listening, spelling and writing, currently and formerly migrant children will gain 1 month grade equivalent as measured by the Brigance Inventory.
Math	Given instruction in mathematics, formerly and currently migratory students will master 1 month grade equivalent in mathematics as measured by the Brigance Inventory.
Limited English	Given supplemental English language instruction, 70 percent of non-English speaking migratory students will increase their English language proficiency as measured by the Functional Language Survey (FLS).
Career Awareness	Eighty-five percent of migratory students will receive instruction in career awareness.
Cultural Awareness	Ninety percent of the students will receive instruction of their culture and other cultures.
Self-Expression	Eight-five percent of migratory students will receive opportunities in creative expression.
Physical Education	Given physical education activities, 85 percent of the migratory students will improve in physical coordination and demonstrate an appreciation for health and safety as measured by teacher observation.
Secondary Program	Ninety percent of secondary migratory students will accrue high school credits at a rate which will permit graduation in four years.
Support Services	Given summer support services, 100 percent of the migratory students will receive routine medical and dental screening and other appropriate health services.
Preschool	Given appropriate learning experiences, 75 percent of migratory preschool children will show (1) academic and (2) personal growth as measured by teacher observation.
Age/Grade	Ninety percent of all migratory students will be placed in the grade which is appropriate for his or her age.

Attendance	Ninety percent of migratory students will obtain an attendance rate of 90 percent or better.
Promotion	Ninety percent of migratory students will be moved ahead at least one grade level above his or her placement from the previous year.

RECOMMENDATIONS FOR FUTURE MIGRANT PROGRAMS

1. **Preschool and Day Care.** The Migrant Education Program has always focused on keeping students in school. Services that help to ensure continued educational participation of school-aged children and youth are day care and preschool. This target is reflected in the regulations.

   The first priority for serving migrant students directs service to current migrant children ages three to 21, and in order to serve these students, the second priority emphasizes day care for younger siblings from birth to three years of age. Colorado projects need to increase the amount of services to migrant children from birth to five years of age in order to keep older siblings in school. Coordination with federal and state programs or community resources will decrease the drain on migrant funds.

2. **Linguistic Diversity.** The diversity of languages beyond English and Spanish is a reality of the migrant population. Linguistic differences must be recognized and training must be provided on how to assess and educate these students.

3. **Training.** Teachers in the Migrant Education Program continuously express interest in training for the many aspects of the program and services. All local projects need to be responsive and provide opportunities for inservice in the areas of expressed need. The services of the Chapter 1 Technical Assistance Center (TAC), Rural Technical Assistance Center (RTAC), Program Coordination Center (PCC), State Migrant Education Program staff, MSRTS staff, and CDE consultants should be employed in meeting expressed needs.

   There is an ongoing emphasis to educate regular classroom teachers and administrators about the special needs of migrant students. Both the state and local education agencies share this responsibility.

   The number of PASS credits accrued during the summer program decreased dramatically this year. The use of PASS needs to be encouraged and supported throughout the programs in Colorado. Ongoing training is an essential component.

4. **Coordination Efforts.** As budgets become tighter, an increase in coordinated efforts within and beyond federal programs is essential. Ideas for coordination include but are not limited to, day care, preschool, instruction, and support services, such as social work, health and transportation. The state needs to seriously consider the regionalization of migrant projects.

5. **Administrative Coordination.** Specifically, the integration of administration across federal programs should continue to be a priority. Again, as fiscal restraints become greater, a reduction of administrative costs across federal programs could be realized leading to improved instructional services to students. State administrators have asked local administrators to participate in training, technical assistance, onsite reviews, and instructional services.

6. **Timeliness of Records.** Most summer school staff continuously express the need for educational records to be delivered at the beginning of the session. Local programs should submit withdrawals at least two weeks before regular school is out. Otherwise, summer school records on these students will be late because the backlog of withdrawals creates a delay in re-enrollments.

7. **Students on Grade Level.** The mobile nature of migrant students' lifestyles puts them at risk of being behind in school. Migrant students usually are not placed in the grade which is appropriate for their age. An increased effort is needed to keep greater percentages of students on grade level. Increased involvement with education information exchange through the Binational Program will help promote the appropriate grade placement of binational students.

8. **Assessment.** Standards based education legislation passed in the Colorado legislature in spring 1993. This will change the face of assessment for migrant students in the future. The state needs to provide leadership and training to LEAs as they redefine their assessment goals.

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